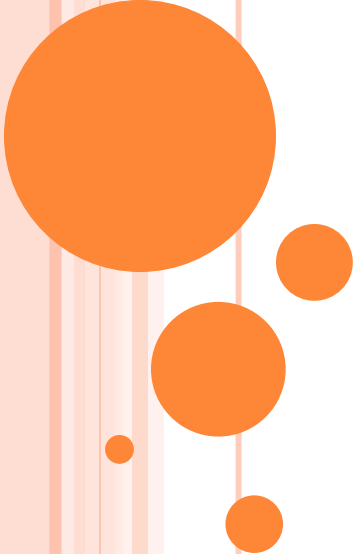


DESIGNING CLASSROOMS FOR CHALLENGING STUDENTS



Region 4 – Summer Evaluation Institute 2014
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THINGS TO CONSIDER

- The Environment
- Visual Supports
- Sensory
- Communication
- Social Skills
- Work
- Reinforcers



THE ENVIRONMENT

- Consider Distraction
 - Structure of work areas
 - Proximity of adults and peers
- Does the room “speak” to them
 - Where to work
 - Where to break
- Need for movement











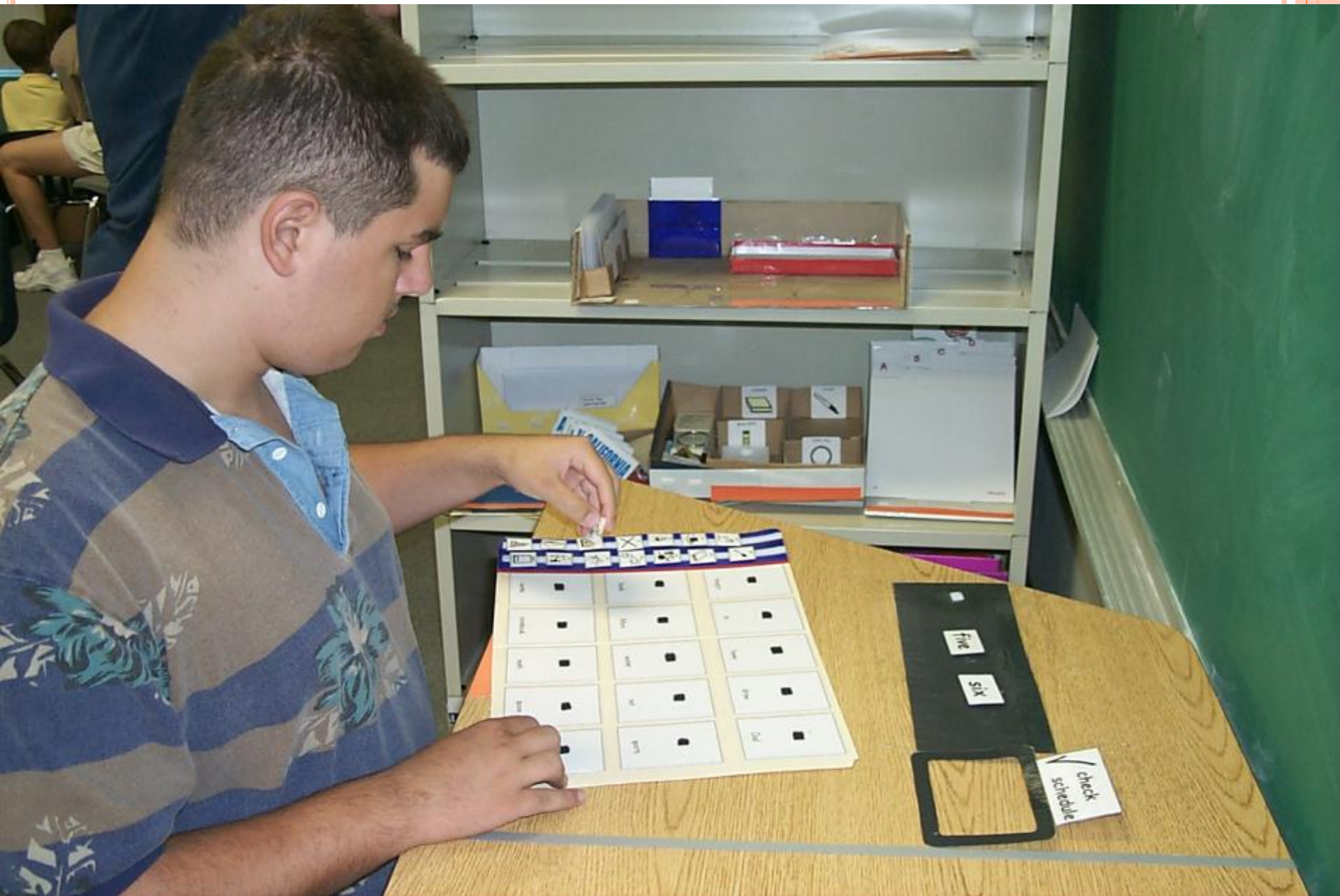












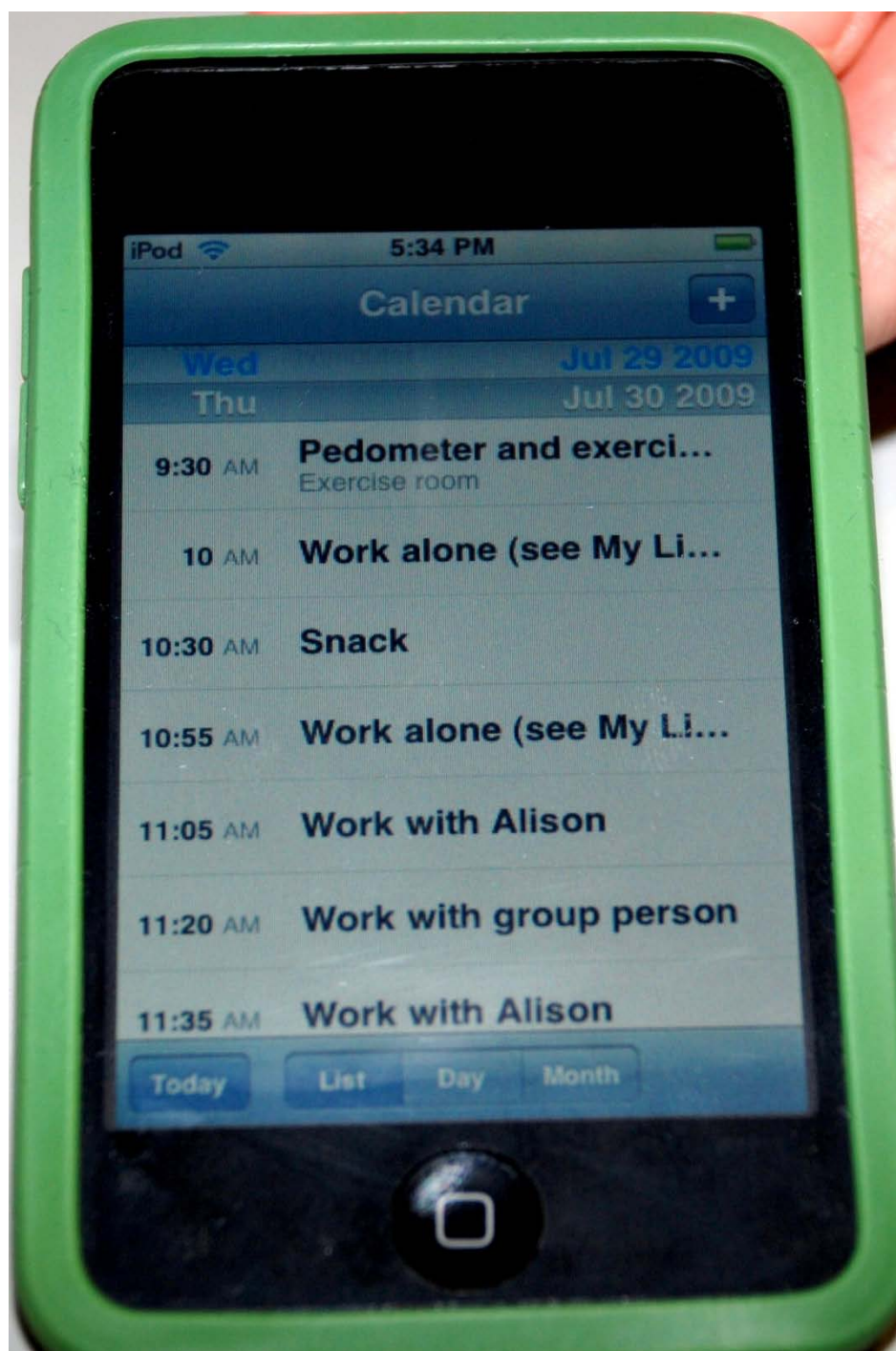




VISUAL SUPPORTS

- Supports to show the sequence of activities
 - A visual schedule presented with symbols they understand
- Supports to show what work is expected
 - Presented in a way that helps them see how long they will work and what is next
- Supports as reminders
 - Check lists, first/then, clear expectations, reduce the verbal redirects
- Supports for behavioral regulation
 - 5 point scale, rate work, rate self





Wednesday

- Play
- ~~Work~~
- Work
- Snack
- Outside
- Work
- Work
- Lunch
- Bathroom, brush teeth
- Wash the table
- Work
- Go Home



Written
Combined
Schedule
and Work
System

Alex's Monday Schedule

	_____	Unpack Bookbag
	_____	Break
8:30	_____	Math with Mrs. Lauffer
9:40	_____	Spanish with Mr. King
10:50	_____	Independent work in Ms. Stevens class
	_____	Data Entry
	_____	Journal
	_____	Office
	_____	Break
12:00	_____	Lunch
12:45	_____	Language Arts with Mrs. Lauffer
1:55	_____	Weight Lifting with Mr. Rothrock
		GET UPPER BODY CHECKLIST
2:05	_____	Social Group
2:35	_____	Pack Bookbag
2:45	_____	Catch the Bus



To Do List

_____ Geography

_____ Science

_____ Computer

_____ Break



TO DO

☒ Introduce yourself
and ask questions

☒ Math

☒ English

☒ Art or Relaxation

SETH
 SCHEDULE & WORK: Tuesday

☐ Leisure Area

☐ Work _____

☒ Physics & Chemistry

☒ Office 1

☐ Concepts 2

☐ Break

☐ Bathroom/Walk/Leisure

☐ Work _____

☐ Math 1

☐ Concepts 1

☐ Math 2

☐ Break

☐ Snack

☐ Work _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ Walk/Leisure

☐ Work with _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ Wash Hands/Lunch/Lunch Job/Hygiene *(take page with you)*


☐ Work with _____





Work stored in folders placed
in file box.


To Do

 work with
teacher


 snack

 work with
teacher

 leisure

 work

Finished

 play area

Work to Complete

Computer

Reading

Checking Account

Science

Math

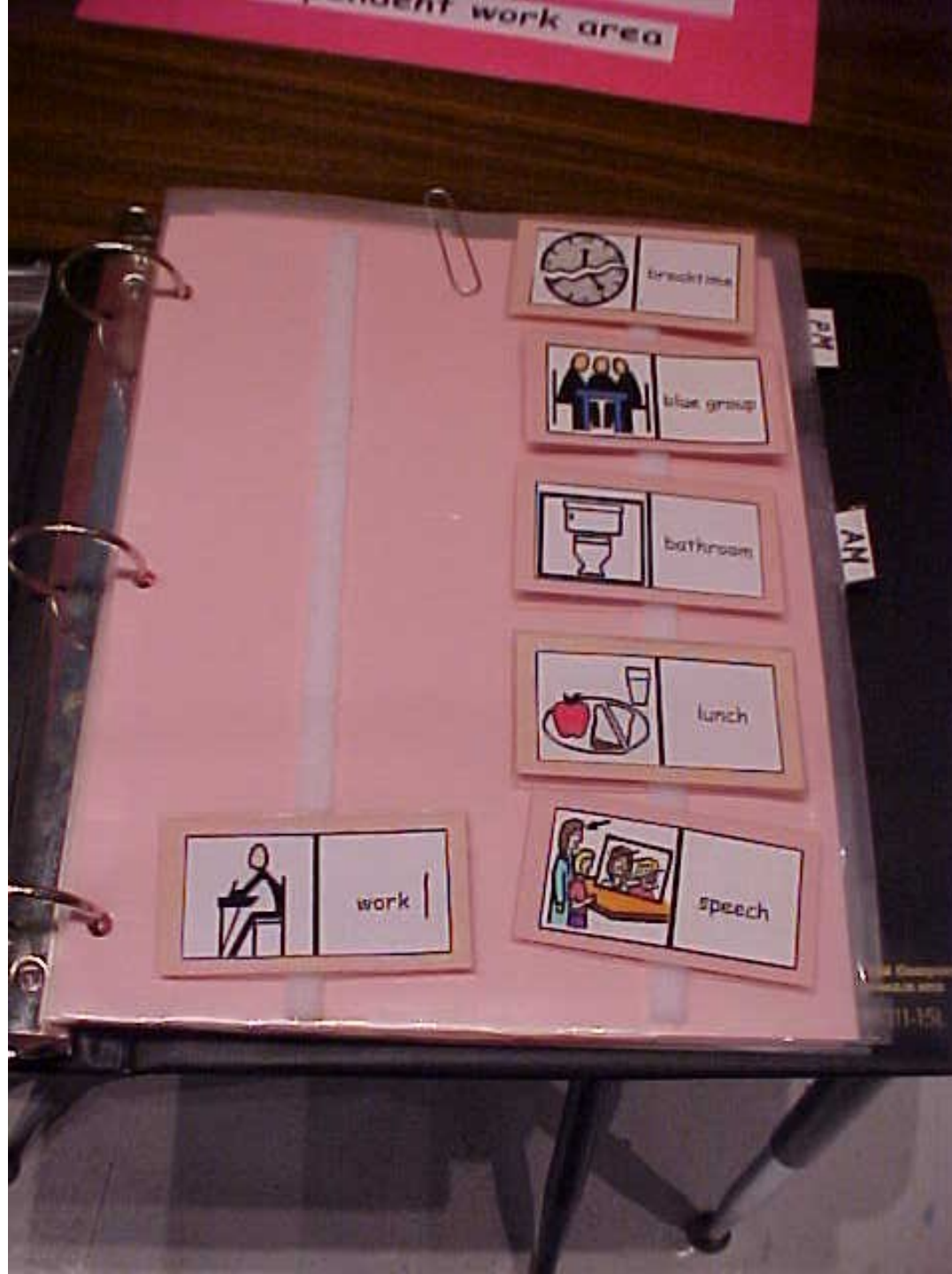
Break







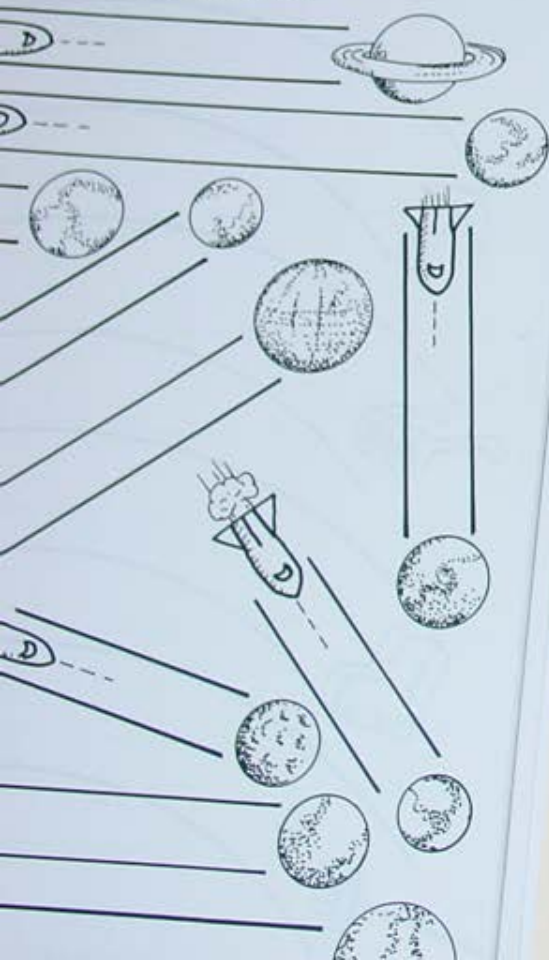




UTER SPACE

Each rocket find its planet.

Line between each rocket and planet.
course so the rockets won't crash.



Pencil Fun

Letter Writing

writing



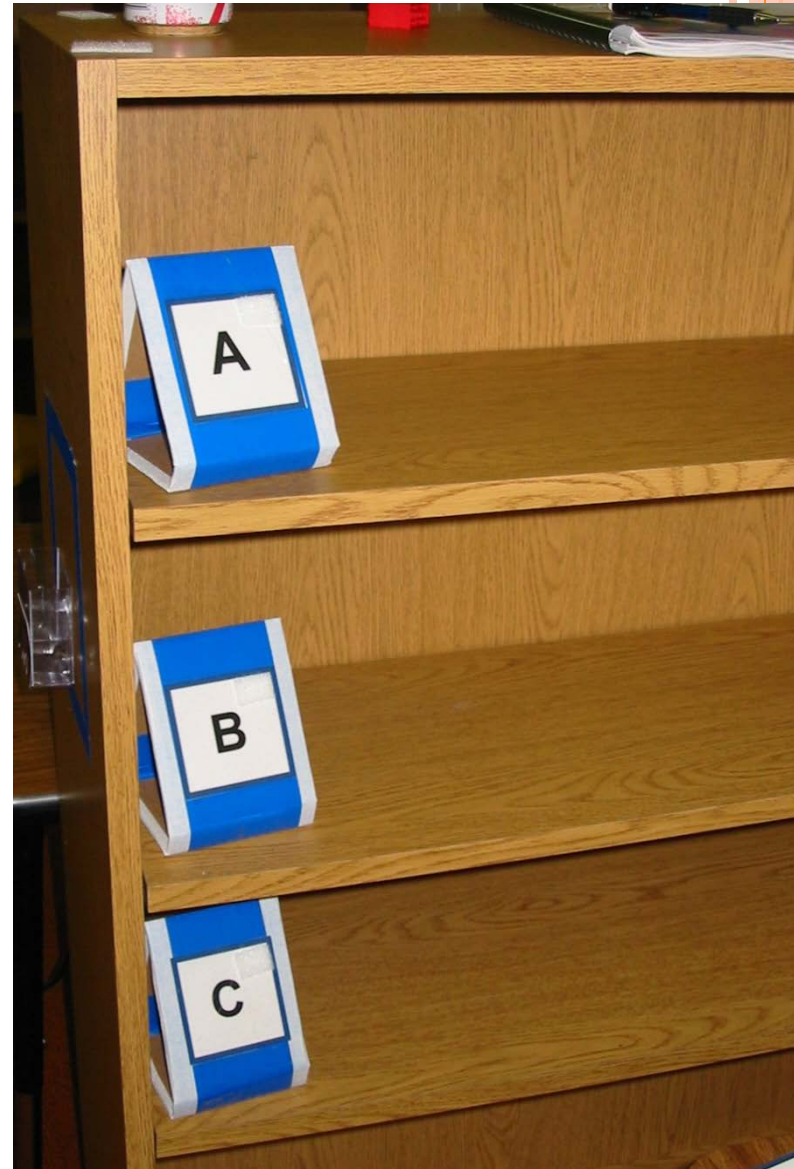
Write name



check
schedule







Elijah



First

teacher



Then

break time





Color Match - Left to Right Work System





Schedule

Visual Cue: Functional Objects; Teacher Directed-teacher hands student object when it's time to transition.
Student uses the object in each activity.





SENSORY

- Sensory Checklists
 - Ask an Occupational Therapists
- Proprioceptive activities
 - Safe for almost everyone for almost anytime
- Signs of over stimulation
 - Track the activities – know the student
- Signs of under stimulation
 - Track the activities – know the student
- Scheduled breaks
 - Regular sensory breaks can reduce many problems



My calming sequence



Sometimes I get angry

Sometimes I'm anxious

1

I squeeze my hands



I squeeze 1 time

I squeeze 2 times

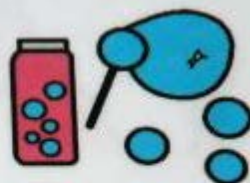
I squeeze 3 times

I squeeze 4 times

I squeeze 5 times

2

I blow bubbles



- 1
- 2
- 3
- 4
- 5

3

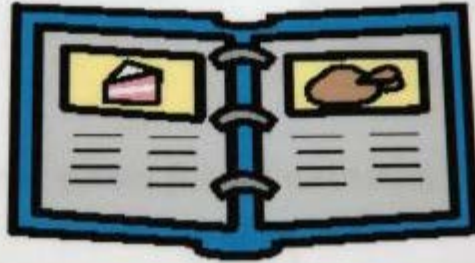
I rub my legs



- I rub 1 time
- I rub 2 times
- I rub 3 times
- I rub 4 times
- I rub 5 times

4

I look at my calming book



5

I am happy again



I do a very good job in calming myself



Relax and be ready to learn

3 deep breaths *(breathe in through nose & breathe out through mouth)*

Tense and relax face 3 times

3 deep breaths

Tense and relax arms and shoulders 3 times

3 deep breaths

Stand up and sit down 3 times

3 deep breaths

Finger to finger (left to right hand) 3 times

Think about _____ (happy thought)

People asking me too many questions



Sudden loud noises



Being worried about Mom or Dad or Jesse



People crowding me



Joey's calming choices

Hug Mom
or Dad

Bit of cloth
in my
pocket

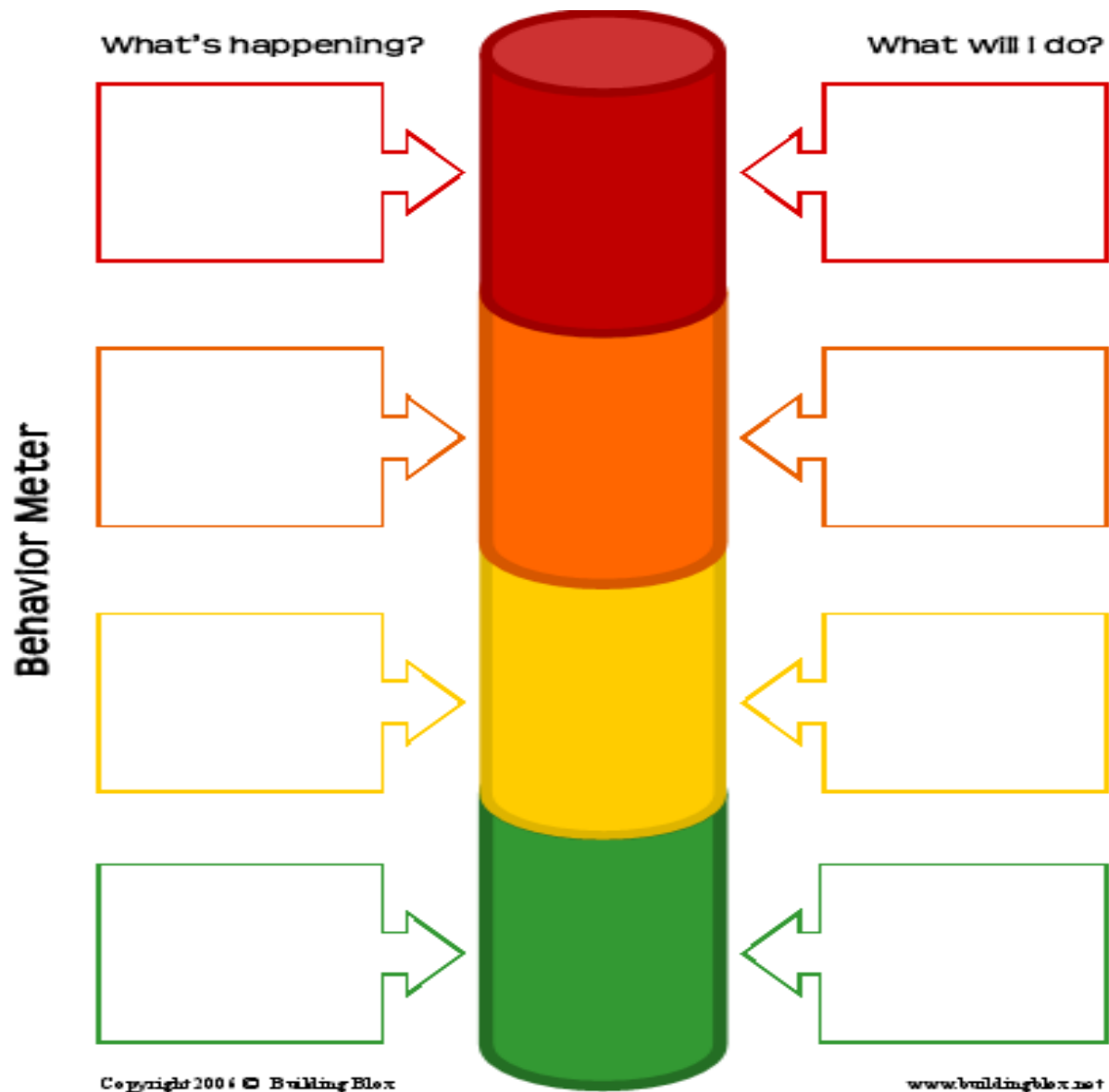
gameboy

drawing

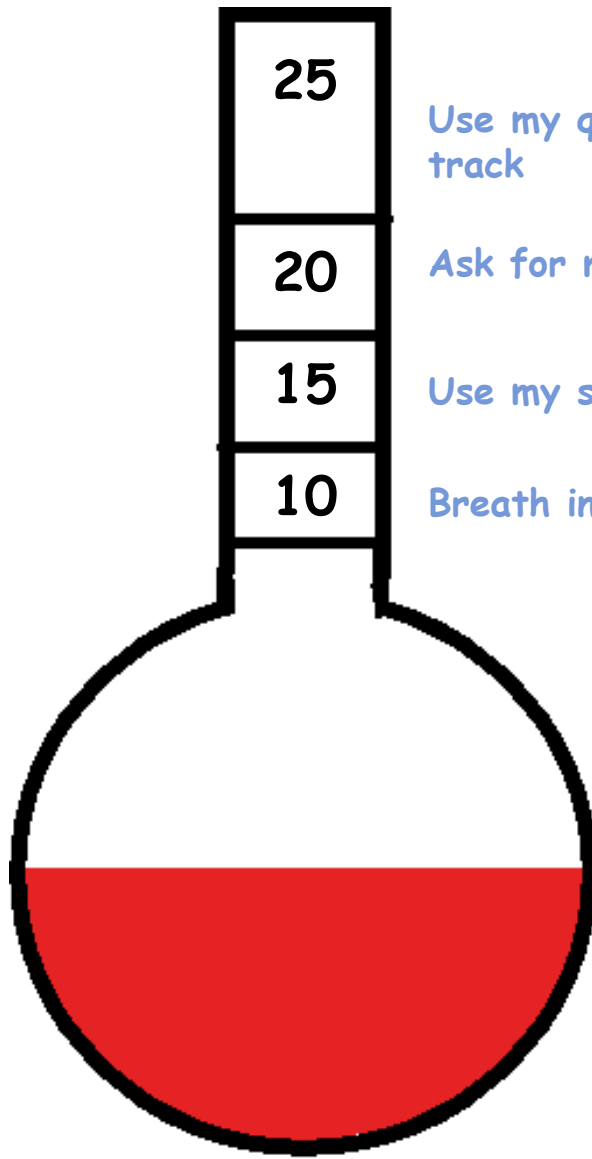
"happy thing"
in my pocket

Reading
books

BEHAVIOR METER



Stress barometer



25

Use my quiet room and take a walk around the track

20

Ask for my quiet space and take a break for 10 minutes

15
















Use my squeeze ball and count down from 10

10

Breath in and slow - count to 10



STRESS SOLUTIONS

		5	
		4	
		3	
		2	
		1	

Joey's stress solutions

Hug Mom or Dad	Stress ball	Go for a walk
Play in room	Be alone	Word game
Game boy	draw	



COMMUNICATION

○ Receptive issues

- Visual schedule and other visual reminders help students understand
- Visual choices for activities and work (multiple choice)
- Word banks and fill in the blank activities for some students

○ Expressive issues

- Prompts for – request/reject, comment, initiate a talk, close a talk, clarify misunderstandings



Make Mr. Potatohead



HAT



SHOES



GLASSES



I want please.





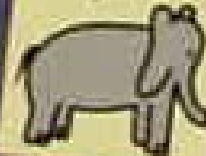
puzzle

Ee Gg
Dd Ee Ff

zebra



elephant



snake



gorilla



trampoline



slinky



view master



cars



gorilla



giraffe



lion



I want



Snack



Pop
Corn



Diet
Coke



Cookies



Cheez-It



Tom,

I
Want:



and



please

Tom
I'm finished



Bean bag









Kaia,
Will you help me
please.



_____,
I need help.

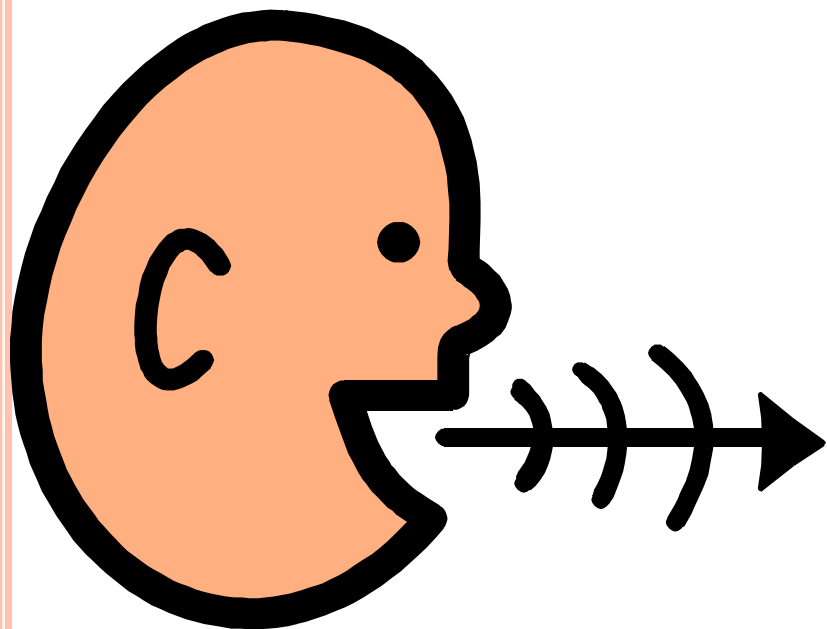


After the Game

"Congratulations!"

OR

"Thanks for playing with
me. I had fun."



It is always important to greet people when I see them. To greet someone means that I say hello. Greeting someone or saying hello is being friendly and polite.

The words that people use to say hello might be *Hi, Hello, Hey, what's up? or How's it going?*

When I greet someone I should

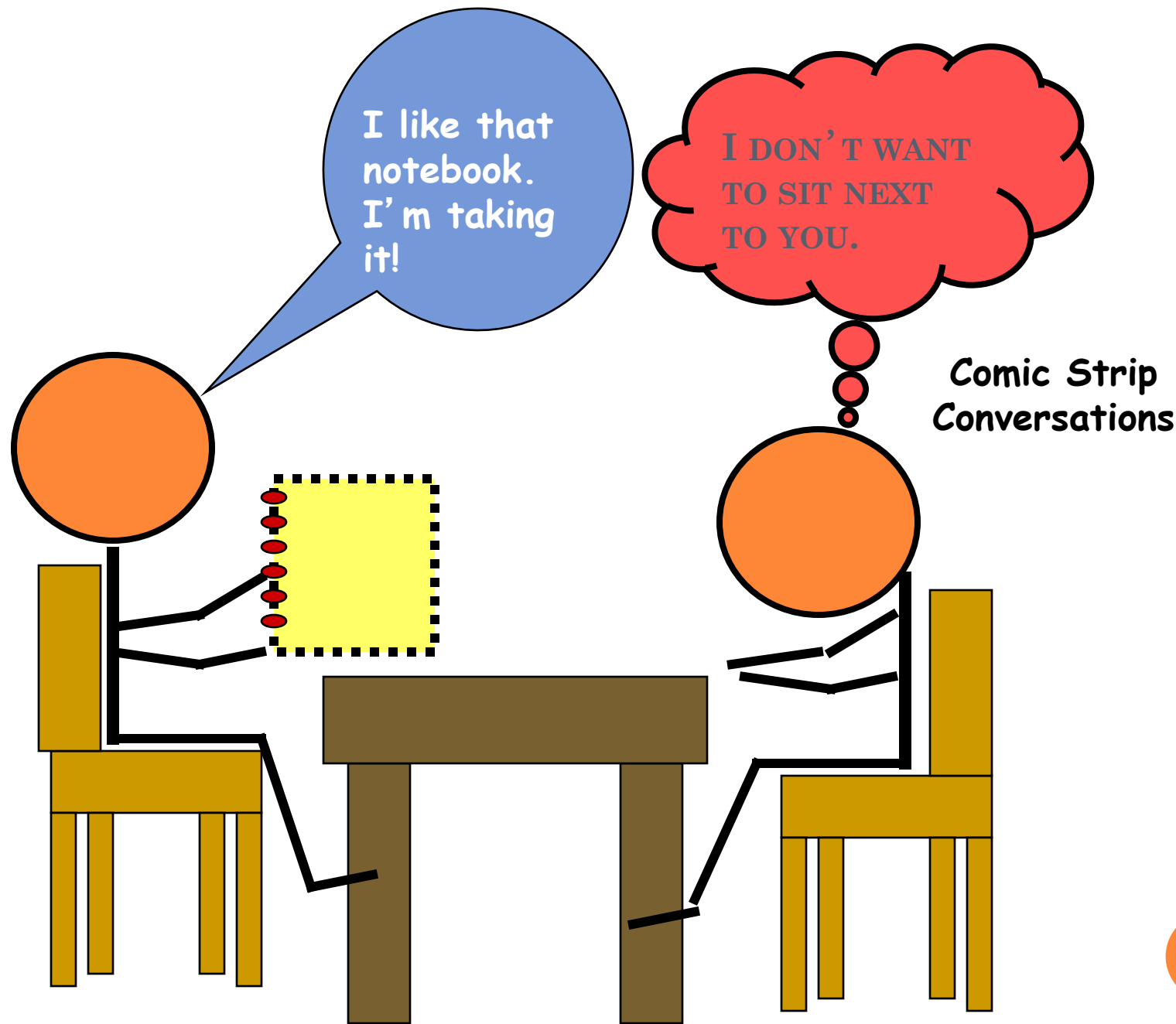
Face the person
Make eye contact
Smile
Say one type of hello.

After the conversation is finished I can choose a type of goodbye. I can say *Bye, Good-bye, See you later, or Gotta go!*

When I say goodbye, I should

Face the person
Make eye contact
Smile
Say one type of goodbye





**Where' s the
_____?**

Baby' s Day Out

Home Alone

Nutty Professor

Rugrats go to Paris

Cops

Giving Information



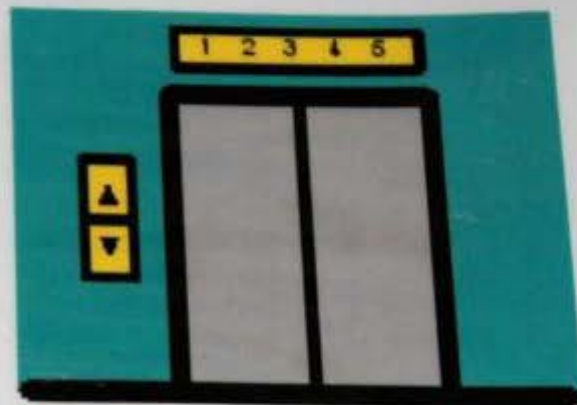
- Show and Tell
Directions: Tell the group 3 things about your Show and Tell
- ☒ 1. Name is Shrek
 - ☒ 2. Put playdoh for teeth and tongue
 - ☒ 3. He has ears

SOCIAL SKILLS

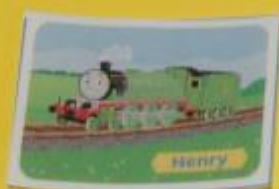
- Proximity
 - What do they need to feel comfortable
 - What do I need to teach them to get them ready for more typical environment
- “Learning Behaviors”
 - “Listening” skills
 - Checking the environment
 - Responding behaviors
 - Organizing self
- Group Work Skills
 - Understanding their role
 - Choosing a role
- What **can** they do? What is the next step?



**ELEVATOR
IS LATER**



**TIME
FOR: _____**





Face forward
Finish work
Good job!

Cool Down

Count Down

10

9

8

7

6

5

4

3

2

1

Cool Down

Count Down

10

9

8

7

6

5

4

3

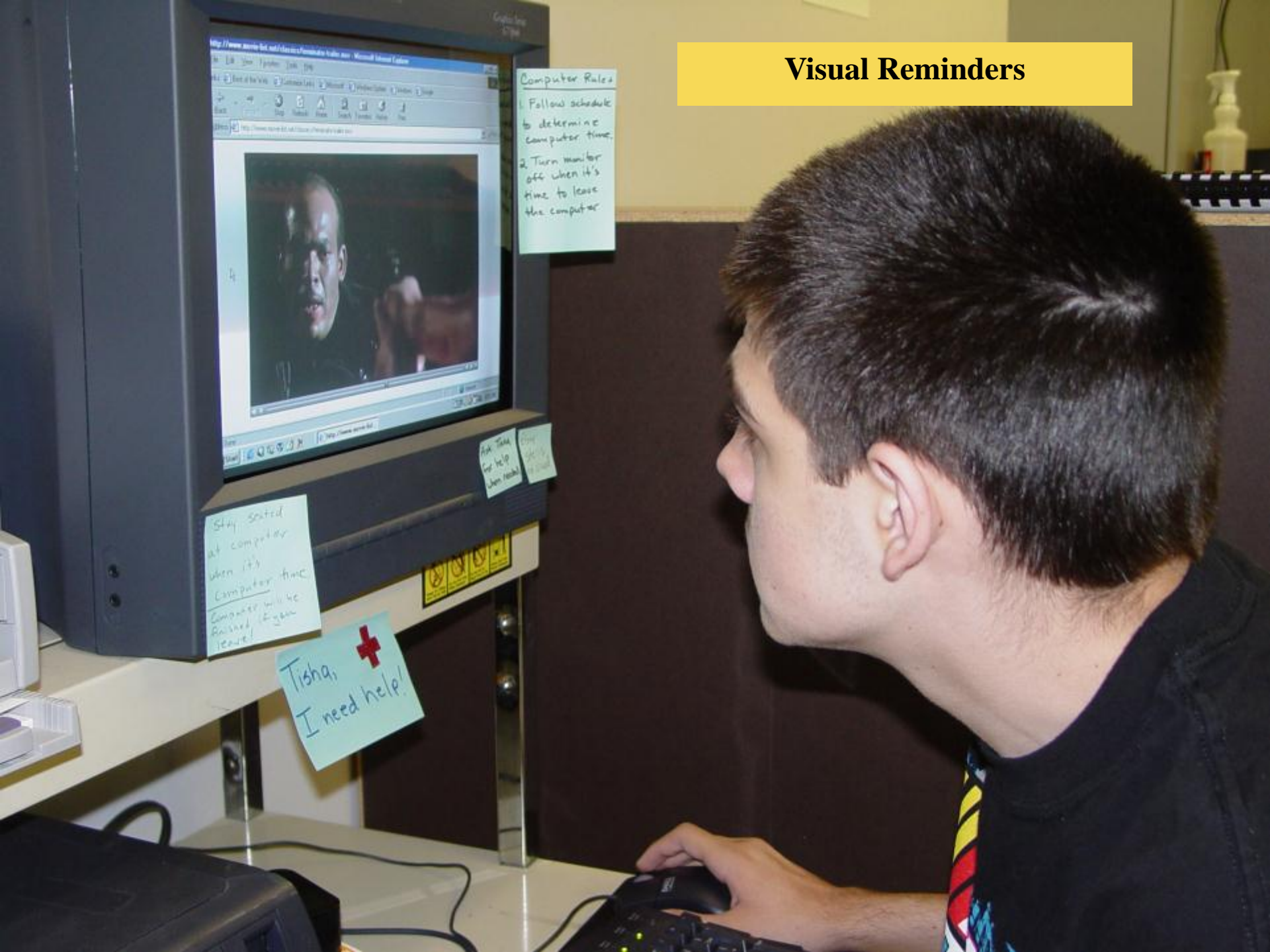
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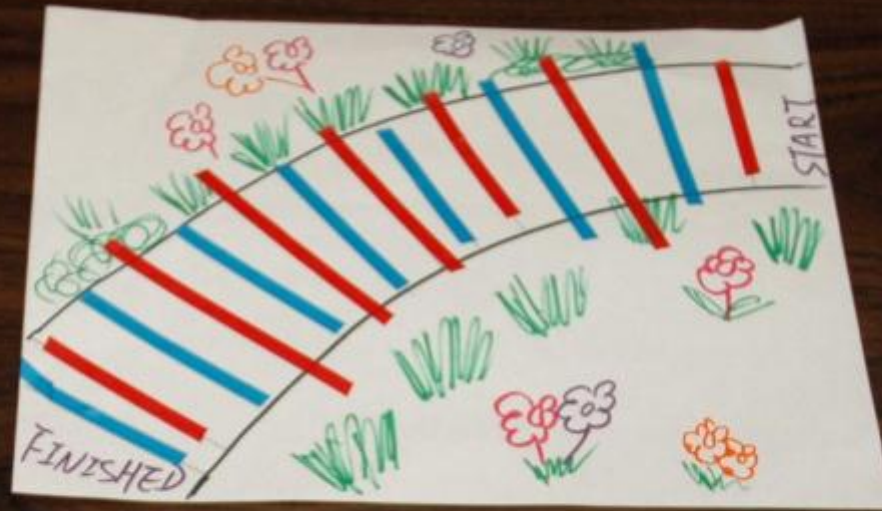
1

The graphic features a black header with white dotted patterns. On the left, the text "Cool Down" is written in a white, stylized font. On the right, "Count Down" is written in a similar font. In the center of the header is a white square. Below the header is a vertical stack of ten horizontal bars, each with a white number in the center. The bars are colored in a gradient from dark red at the top to purple at the bottom. The numbers are 10, 9, 8, 7, 6, 5, 4, 3, 2, and 1, respectively, indicating a 10-minute cool-down period.



Visual Reminders





Taking Turns

- ✓ Natalie
- ✓ Maria
- ✓ Natalie
- ✓ Maria
- ✓ Natalie
- ✓ Maria
- ✓ Natalie
- ✓ Maria
- ✓ Natalie
- ✓ Maria

Building a Track

- 1) We will build a track.
- 2) Take turns with Maria to put down the blue and red tape.
- 3) After you put down your red strip, check your name off the list.
- 4) After Maria puts down her blue tape and checks her name, Natalie takes a turn.

Joey,

When the noise is TOO LOUD
you can:

1. Wear earphones
2. Take a walk with Cissy
3. Read in the lobby

It is important for your teachers
to know where you are.

If you want to go to do
something different, tell Cissy
and wait for her to say that it is
O.K.



WORK

- Right Level
 - Too easy, too hard, too much
- Adjust structure
 - Add visual instruction, organization, or clarity
- Incorporate student interests
- Offer choice
- Preview
- Task Analyze
 - Break into smaller pieces, forward chaining, backward chaining



How hard was the work???

Easy

Hard

1

2

3

4

5



1 to 1 Correspondence Math Activity using student's interest in airplanes.





50 DOLLAR GENERAL

CHEESEN F LAWOR DOG FOOD

24/132 02

01228



Write one sentence on the blue line.
Use green spacer between words.

Dora

rides

vine

She

swings

rope

They

hangs



Dora

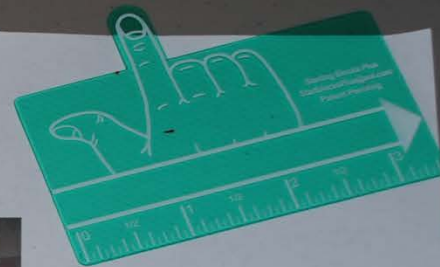
swings

on

a

vine.

Write one sentence on the blue line.
Use green spacer between words.



Yesterday, I went to Frankies.

I did bowling and basketball.



Materials of Interest

Players do not wear helmets.

You need a bat for this game.

Each team has 5 players on the court to play the game.

It is played on a court.

A quarterback is a special position for this game.

It is important to be able to dribble the ball in this game.

basketball



Comic Strips

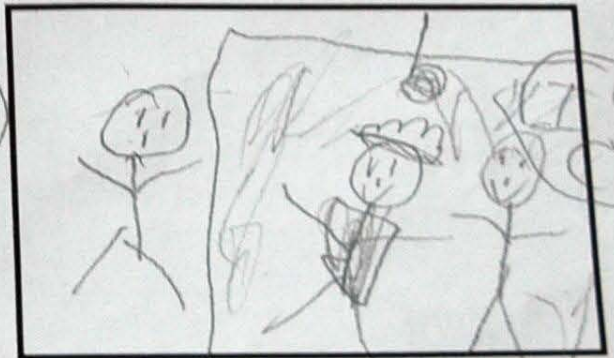
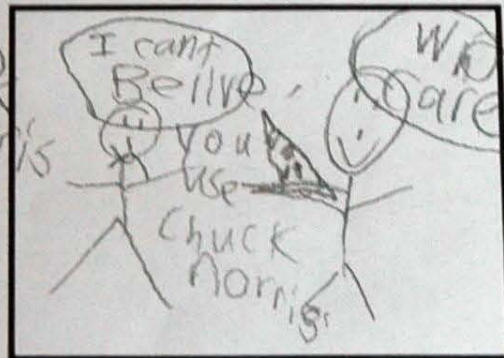
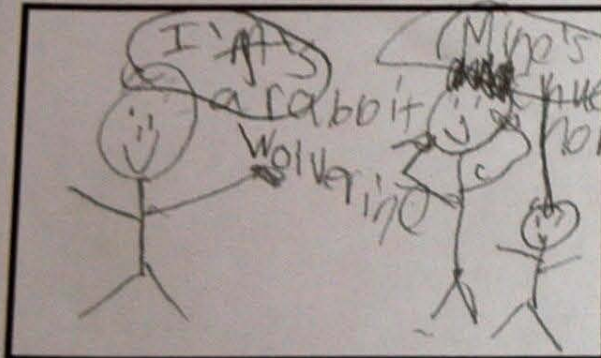
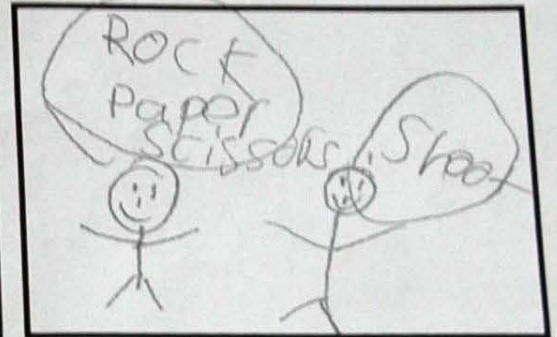
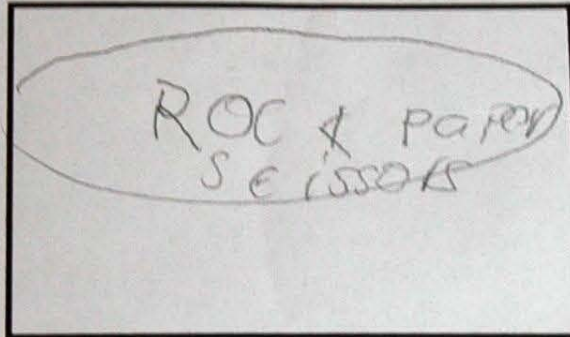
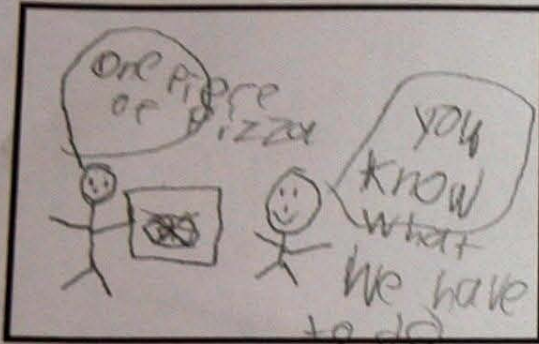
Choose two characters for a comic strip. - Write and draw the comic strip.
Use speech bubbles for the dialogue. - Title the comic strip.
Sign your name as the cartoonist.

Dumb + Dumber

title

By

Marcel



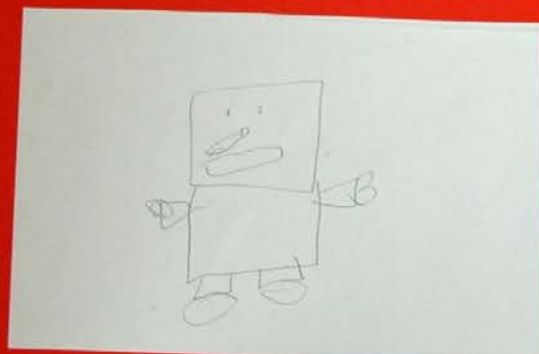
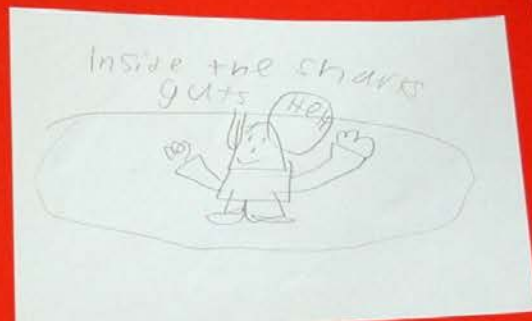
- ☒ I wrote a comic strip with two characters.
- ☒ I made it funny.
- ☒ My pictures match the words.
- ☒ I gave it a title and signed my name.

Comic Strips

Write and draw a comic strip about Maxwell and SpongeBob going swimming.
Write the dialogue, then draw speech bubbles around the dialogue.
Title the comic strip.
Sign your name as the cartoonist.

Maxwell and SpongeBob
Title

By Maxwell



- ☐ I wrote a comic strip with two characters.
- ☐ I made it funny.
- ☐ My pictures match the words.
- ☐ I gave it a title and signed my name.

Rank how hard was
this work

2 3 4 5



satellite



astronaut 1



space car



space shuttle



space module



astronaut 2



Earth



astronaut 3



astronaut 4



Earth



satellite



space module



space car



astronaut 1



astronaut 2



space shuttle



astronaut 3



astronaut 4

Abraham Lincoln

Lyndon Baines Johnson

John F. Kennedy

Franklin Delano Roosevelt

James Buchanan

Richard Nixon

Warren Gamaliel Harding

Dwight David Eisenhower

Benjamin Harrison

Harry S. Truman

Rutherford Birchard Hayes

Calvin Coolidge

Chester Alan Arthur

Ulysses Simpson Grant

Woodrow Wilson

James Earl Carter

Andrew Jackson

George Herbert Walker Bush

Democratic Presidents

Andrew Jackson
James K. Polk
Franklin Pierce
James Buchanan
Abraham Lincoln
Ulysses S. Grant
Rutherford B. Hayes
James A. Garfield
Chester A. Arthur
Grover Cleveland
Benjamin Harrison
William McKinley
Theodore Roosevelt
Woodrow Wilson
Franklin D. Roosevelt
Harry S. Truman
John F. Kennedy
Lyndon B. Johnson
Hubert H. Humphrey
William A. Clinton

Republican Presidents

Abraham Lincoln
James K. Polk
Rutherford B. Hayes
James A. Garfield
Chester A. Arthur
Benjamin Harrison
William McKinley
Theodore Roosevelt
Woodrow Wilson
Franklin D. Roosevelt
Harry S. Truman
John F. Kennedy
Lyndon B. Johnson
Hubert H. Humphrey
William A. Clinton
George H. W. Bush

Republican

Democrat

Name _____
Date _____

Concept Review

What Causes Earthquakes?

Lesson Concept

An earthquake is vibrations produced when energy builds up and is quickly released along a fault.

Vocabulary

earthquake (C12)

fault (C12)

focus (C13)

epicenter (C13)

seismograph (C14)

Use the correct word from the list below to fill in the blanks.

brick	faults	Mercalli	plates	earthquake
epicenter	focus	Richter	seismograph	

Earth's crust is broken into 1. _____ that move relative to one another. Breaks between plates are known as 2. _____. Plates slide past each other along these breaks. However, sometimes rocks from two different plates stick together along a fault. Great pressure can build up in these rocks, and become so great that the rocks suddenly break apart. This releases waves of energy and causes the plates to move with a sudden jolt. We call this shaking in Earth's crust a(n) 3. _____.

Earthquakes usually center around a single point under Earth's surface, called the 4. _____. The point on Earth's surface right above this spot is the 5. _____.

Earthquakes are measured with an instrument called a 6. _____. Scientists use information from this instrument to measure the energy an earthquake releases. They use this information to rate the earthquake on a scale, called the 7. _____ scale. This scale generally uses the numbers from 1 to 9, with a thirtyfold increase in energy from one number to the next. Major earthquakes register at 6 or higher.

Another way to measure earthquakes is by looking at the damage they cause, using the 8. _____ scale. This scale uses Roman numerals from I to XII. An earthquake that measures III on this scale causes a hanging lamp to swing.

An earthquake that measures X causes 9. _____ buildings to crumble.

Use with page C15.

Workbook WB111

Science

▲ Energy in the form of seismic waves moves out in all directions from the focus of an earthquake.

The picture above shows two plates sliding past each other. These two plates had been stuck, but they recently moved, and an earthquake occurred. The point underground where the movement first took place is called the **focus** (FOH•kuhs). When rocks slip at the focus, energy moves out in all directions through the rock around it. Damage from the vibrations caused by this release of energy is usually centered around the epicenter. The **epicenter** (EP•ih•sent•er) is the point on the surface that is right above the focus.

Earthquakes such as the one in the picture happen often along the San Andreas

fault. Dozens of earthquakes have occurred along this fault since 1906, and an earthquake occurred down most of the fault in 1989. Loma Prieta, California, was the World Series earthquake that cost \$6 billion in damage. The ridge earthquake in Los Angeles (about 8 miles from the epicenter) destroyed concrete buildings and caused total damage to the World Series stadium.

Reading
High School Musical Stories From East High #7

Chapter 1

- Read the highlighted words
- Read the yellow notes on the pages with the highlighted words
- Discuss with Cissy
- Read Chapter 1

Ashley means that Gabriella has moved the most

...or skiing, for that matter. But she
...od how Ashley must be feeling.
...what you mean," she said. "When my
...transferred from Illinois to San Diego,
...move right before I was supposed to go
...ool field trip to the science museum in
...Oh! And the move before that?" She
...at the memory. "That one happened
...s before my birthday."
...shot her a curious look. "Whoa, it
...like you've moved almost as much
...as me."

"Eight schools in eleven and a half years." Gabriella smiled ruefully.

"Only five schools here." Ashley laughed and held up both hands. "You win!"

Gabriella giggled. "Trust me, that's one award I'd love to give back! Still, it wasn't so bad. At least I ended up at East High. You're going to love it here—it's a really great school." She checked her watch. "We'd better hurry. The bell's going to ring soon."

...
"Another Monday morning,"
groaned, spinning the basketball
on one finger as he walked d
school hallway. "That means
week of school before our next
Troy Bolton grinned at his f
Chad was concerned, every M
was cause for, well, mourning.

"Look on the bright side,"
gives us five nights of practice
Jefferson High this weekend."

"Yeah. We gotta keep our streak going," Chad
raised one hand for a high five. "Go Wildcats!"

Troy returned the high five. The East High
Wildcats had won their last nine games in a row.
It was the team's longest winning streak in
several years.

"And Jefferson High is tough," Troy said.
"We're going to have to really be on top of our
game—"

"Troy! Yoo-hoo, Troy!"

Mourning sounds
like morning
Chad does not like
Mondays so he
"mourns" Mondays.
"be on top of our
game" play well.



Reading

Math

Carlos

Language

Carlos

Social Studies

Carlos

Science

Carlos

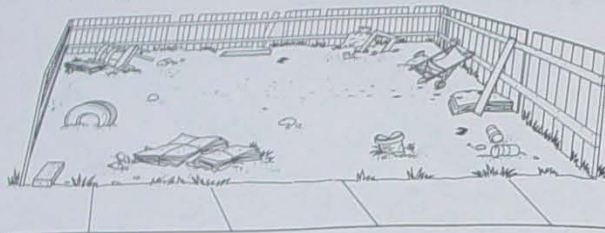
Name _____

Thinking Skills

Use with Pages 14-15.

Problem Solving at the Library

Circle four or more things you would clean up.



Check each step as you do it.

Step 1 Name the problem.

Do

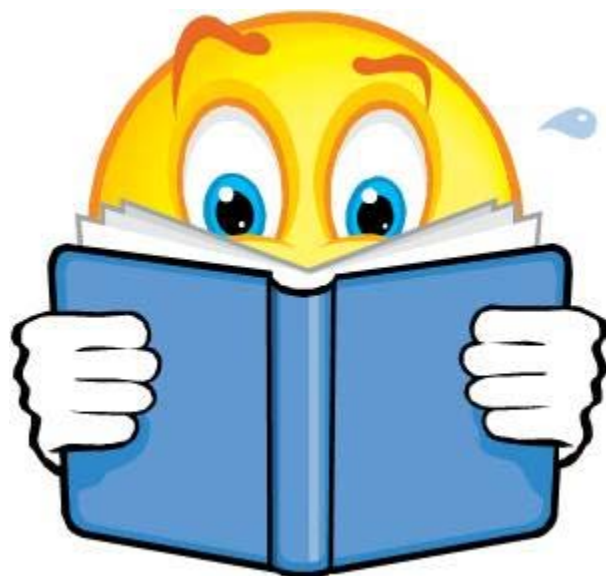
Finished

REINFORCEMENT

- If it does not increase the target behavior, it is not a reinforcer
 - Even if you think chocolate should do the trick (or attention, etc.) – it has to work for the student – not us
 - What has worked in the past
- Be creative
 - Searching the internet for pictures of Blake Shelton can be OK
 - A few minutes to dangle a piece of string can







Computer Countdown



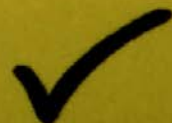
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2



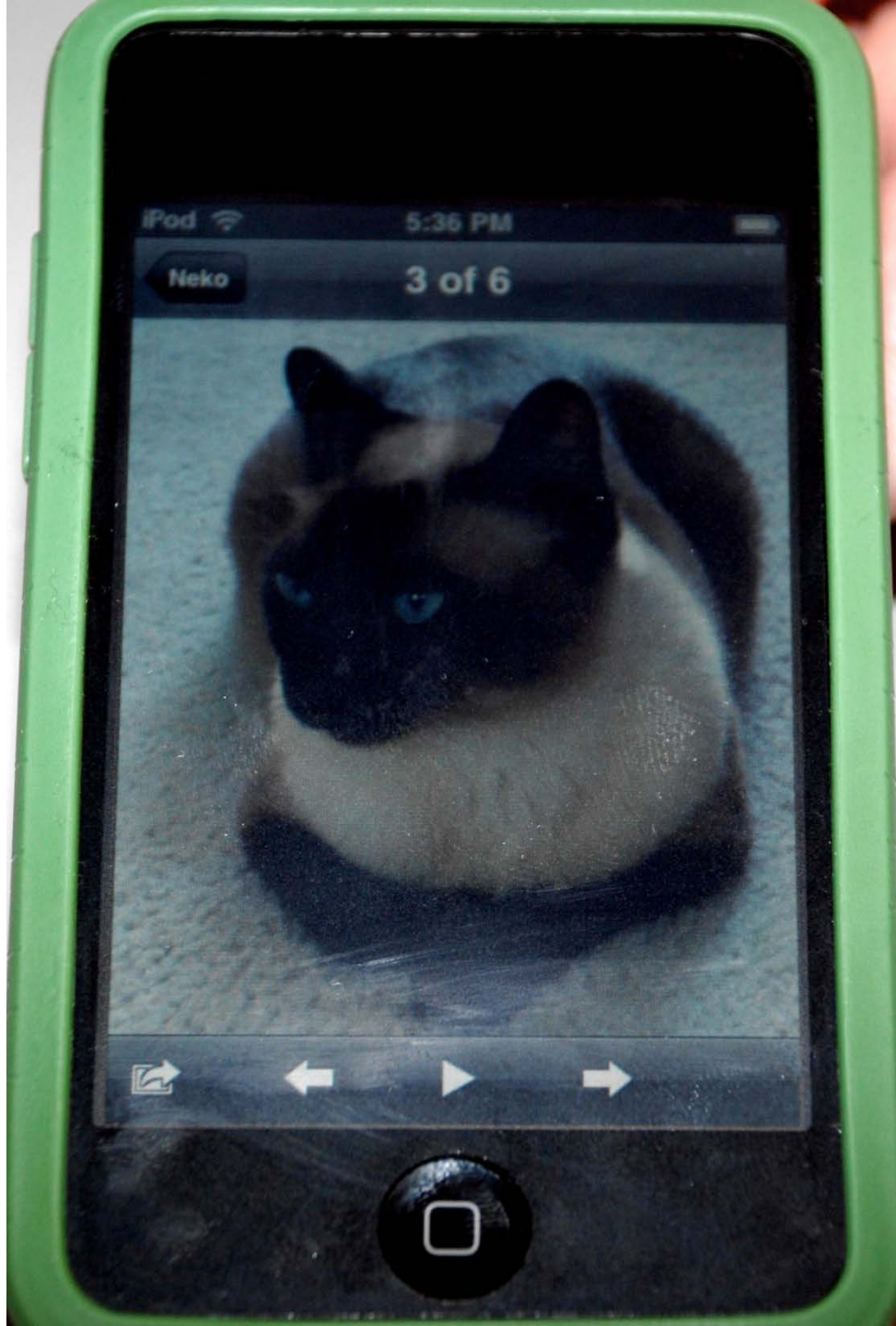
1



check
schedule



1	2	3	4	5	6
18					7
17					8
16					9
15	14	13	12	11	10



愛



